Nova Scotia Department of Education
Annual Accountability Report
For the Fiscal Year 2003-04

106-05063/

Table of Contents

Accountability Statement iii

Message from the Minister iv

1. Introduction 1

2. Department Progress and Accomplishments 1

   2.1 Departmental Goals 1

   2.2 Departmental Priorities and Accomplishments for 2002–03 2

3. Financial Results 23

4. Performance Measures 26

Accountability Statement

The accountability report of the Department of Education for the year ending March 31, 2004, is prepared pursuant to the Provincial Finance Act and government policies and guidelines. These authorities require the reporting of outcomes against the Department of Education business plan information for the fiscal year 2003–04. The reporting of Department of Education performance measures necessarily includes estimates, judgements and opinions by the Department of Education management.

We acknowledge that this accountability report is the responsibility of the Department of Education management. The report is, to the extent possible, a complete and accurate representation of outcomes relative to the goals and priorities set out in the Department of Education business plans for the year.

Hon. Jamie Muir
Minister

Dennis Cochrane
Deputy Minister

Message from the Minister

It is my pleasure to present to you the Department of Education's fourth Accountability Report. This document reports on the Department's activities undertaken to meet the goals and priorities identified in the *Department of Education Business Plan 2003–04*.

"To improve the quality of education and the learning environment" was a strategic goal for the Government of Nova Scotia for 2003–04. This is reflected in the mission of the Department of Education. In 2003–04 we worked diligently to address the public's issues and concerns about public education in order to effectively enact this goal.

In response to the public concerns about safety and security of students, the *Education Act* was amended in 2003–04, to require that a baseline air and drinking water quality assessment be conducted in all schools within a year and the results provided to joint occupational health and safety committees and to parents. This change reflects the government's ongoing commitment to both the learning environment and to public accountability.

The Department continues to implement initiatives stemming from the third year of the *Learning for Life* Plan, established in 2001–02. This plan outlined action in seven key areas: focus on the early years, teaching basics first; more support for special education; safe and healthy schools, accountability to taxpayers; and informed, involved parents. *Learning for Life* set out a three-year plan to help our students achieve success. Initiatives were continued to put the plan into action and are outlined in this Accountability Report.

Continuing improvement in student achievement was reported in the *Minister's Report to Parents, Student Assessment Results for Nova Scotia*. The results for English 12 (academic English) show a statistically significant improvement in 2003. In May 2003, the second Elementary Mathematics Program Assessment was conducted in Anglophone grade five classrooms throughout the province. Significant improvement was observed in the results from 2001 to 2003.

Also in 2003–04, Education continued to be the lead department for the Nova Scotia Skills Strategy. Effective collaboration with all skills partners offers both a challenge and an opportunity and is essential in the development of this strategy. The Department of Education has launched several initiatives to engage business, industry, labour, and our federal partners to ensure that training and skills development helps to meet the needs of all Nova Scotians.

We realize that the public continues to be concerned about the high cost of post secondary education. The Department provides support the Nova Scotia Community College and universities through a variety of means including increased funding of operating grants, and working to secure multi-year funding for universities.

In closing, in this information age, education, now more than ever, plays a vital role in the economic and social development of Nova Scotia. Education is integral to our economy and moreover to our collective quality of life. Effective education helps Nova Scotians of all ages prepare to be more productive and contributing members of our beautiful province. With this in mind, my department will continue to carry out those education initiatives that will promote well being, independence, self-sufficiency and prosperity of all Nova Scotians.

1. Introduction

This Accountability Report provides information on departmental activities undertaken to achieve the departmental goals, priorities and outcomes identified in the *Nova Scotia Department of Education 2003–04 Business Plan.*

The report is structured into three main sections. The first section reviews the departmental goals and priorities for 2003–04 and provides commentary on departmental accomplishments over the course of the year. The second section reviews the financial results, and the final section provides detailed information on the outcome measures and progress toward achieving departmental targets for these measures. Changes to the Department's outcome measures have been highlighted.

2. Department Progress and Accomplishments

2.1 Departmental Goals

The goals providing a focus to the actions of the Department of Education in 2003–04 were:

- to improve conditions for learning in the public education system
- to strengthen educational programming and services in priority areas
- to provide relevant and high quality post-secondary education and training
- to promote healthy, active learning communities and families
- to foster access, equity and diversity through and within education and training
- to develop a skilled and adaptable workforce
- to strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results

The priorities that follow support these goals and the goals and priorities of Government.

2.2 Departmental Progress and Accomplishments for 2003–04

The following is a summary of the progress and accomplishments of the Department of Education in meeting Business Plan priorities.

Core Business Area: P-12 Education

Programme of Learning Assessment for Nova Scotia (PLANS)
The Programme of International Student Assessment (PISA) focussing on Mathematics, was administered in May 2003 to 15 year old students. The Elementary Mathematics Program Assessment was administered in June 2003 to grade 8 students. The Elementary Literacy Assessment was administered in October 2003 to grade 6 students. The Nova Scotia Examinations were administered in June 2003 and January 2004 to grade 12 students. The development of School Achievement Indicators Program (SAIP) Science Assessment was completed in February 2004 and is awaiting administration in 2004-05 for both French and English, and ready Junior High Mathematics Program Assessment development was completed in March 2004 for administration in 2004–05.

French Language Skills Assessment
In April 2003, a submission for funding was provided to Canadian Heritage. Internal consultations to determine components and criteria for the assessment resource were conducted in October 2003. Professional development for teachers and field testing of the pilot will be held in 2004–05.

Time to Learn Strategy
Time to Learn minimum instructional time requirements for language arts and mathematics have been implemented in all schools for grades primary–6. Boards worked toward implementation of minimum instructional time in core French and will continue to do so in 2004-05. A teaching guide was developed to support grade 6 intensive core French teachers in all provinces for implementation in 2004-05. An alternative Core French program was piloted in two classes.

The department announced new minimum instructional time requirements in grades 7 and 8 for mathematics, English language arts in the English program, and for French language arts in the immersion program, to be implemented in September 2004. The department collected and reported on baseline data (2002–03) for instructional time allocated to physical education in grades primary–9 in each school, which data indicated significant gaps between actual time allotment in schools and the 30-minute per day curriculum requirement.

Information Economy Initiative (IEI)
In 2003–04, the IEI Extension provided 1,468 computers (1,190 PCs and 278 Macs) to grades 4-6 across the province. Installation included other equipment accessories (e.g., digital cameras, digital video cameras) and curriculum related software. Thirty-three school board technicians were funded as well as 4,585 days of professional development for teachers.

SchoolNet Grassroots Initiatives
The SchoolNet initiative funded 210 school-based Grassroots projects at a total of $121,800 for 2003–04. The Computers for Schools Initiative refurbished 3,498 computers for schools, provided 105 computers to regional public libraries, 232 computers to First Nations schools, 26 to community literacy initiatives, 39 computers for private schools and 408 second stream computers for non-profit organizations.

Implementation of the Code of Conduct
The Code of Conduct Guidelines and the Council of Atlantic Ministers of Education and Training (CAMET) Behaviour Resource Guide has been completed. Training for the implementation is ongoing and is anticipated to continue during 2004-05.

Increasing Learning Success
The pilot schools have recorded their efforts to enhance student engagement and to increase student success in a document entitled *Increasing Learning Success* which is expected to be available in 2004–05. The department has been involved in reviews of the pilot sites implementation plans.

Let's Talk about ...
Four *Let's Talk about...* pamphlets were distributed to inform parents about reading instruction in grades primary–3. The department developed four similar pamphlets about reading instruction in grades 4–6 and a *Let's Talk about... English Language Arts* pamphlet to be distributed in the next fiscal year. The department also met quarterly with its university partners. Sets of *Active Young Readers* professional resources were provided to Mount Saint Vincent, Acadia, and Saint Francis Xavier universities. Department staff and board lead teachers provided workshops for pre-service teachers on public school program literacy initiatives. University partners were invited to participate in training and professional development workshops for teachers and administrators.

Enhancement of resource teachers, student services professionals and Reading Recovery™
The funding to achieve full implementation of Reading Recovery™ has been targeted to directly address boards where implementation support is required. The targeted funding announced in the Learning for Life strategy is achieving the intended results.

Writers in Action initiative

The department conducted a *Writers in Action 5* implementation workshop for 83 lead teachers. The department distributed copies of *Writers in Action* handbooks for 11,350 grade 4 students, copies of *Writers in Action: A Guide for Parents* pamphlets for parents of grade 4 students and 1056 *Write Traits* kits for grades 5 and 6 classrooms. The department has developed three *Writers in Action* teaching resources for grades 4, 5, and 6 to be implemented in 2004–05. The department provided a professional resource, *Spelling K–8: Planning and Teaching*, for 1,090 teachers, grades primary–8 and developed *Spelling: A Teaching Resource*. A summer institute on spelling for 48 teachers was held.

Literacy strategy for Acadian students

This initiative was put on hold during the school year 2003-04 while a consultant was being hired by the Conseil scolaire acadien provincial (CSAP).

***Active Young Readers/Jeunes lecteurs actifs* initiative**

The department purchased and distributed to 300 schools, an additional eight sets of learning resources (50,000 books) for grades 4–6. The department published and distributed *Engaging with Text across the Curriculum: Grades 3–6* to classroom teachers. Three sets of classroom library resources for grades primary, 1, and 2 were provided to each school. The department developed a comprehensive resource for teachers, *Active Young Readers Grades 4–6 Reading Assessment Resource*, and distributed it to 2,017 teachers. Training was provided for 27 grades primary–6 literacy mentors. Professional development on classroom assessment was provided for 93 *Active Young Readers 4–6* lead teachers. To begin implementation of the *Active Young Readers Grades 4–6 Reading Assessment Resource*, the department mandated and supported a one-day in-service education program for grades 4–6.

***Jeunes lecteurs actifs* and *Écrivains à l'oeuvre* initiatives**

A Summer Institute was held in August 2003 for elementary CSAP teachers. Other learning resources are being developed and this is anticipated to continue throughout 2004–05.

Junior high literacy initiative

The implementation of the *Lecteurs actifs* initiative for the elementary and junior high levels continued during 2003–04. Two-day Literacy Team 7 workshops were conducted province-wide for 384 teachers and principals. An intensive three-day workshop was conducted for 93 *Active Readers 8* lead teachers. Students received *Active Readers 8* learning resources (98,000 books) and grade 8 teachers received 2,528 professional resources. The department mandated two days for *Active Readers 8* in-service education for grades 7–9 teachers and principals.

French second language projects and Acadian schools
There has been some delay in the development of the French First Language program for the Acadian schools within CAMET (Council of Atlantic Ministers of Education and Training), formerly the Atlantic Provinces Education Foundation (APEF).

Elementary Literacy Assessment
The Elementary Literacy Assessment was administered in October 2003 to grade 6 students. Schools received a report on each student in January 2004 and a support plan template for students requiring remedial support. Parents also received reports concerning their children in March 2004. A public report with school results was published March 2004. A technical and comprehensive report for each school was in development in March 2004 for release in 2004–05.

Improve student achievement in the Programme of International Student Assessment (PISA)
An information pamphlet for parents on PISA was published and distributed in April 2003. Three resources for teachers and students, *Preparing Students for PISA* for science, mathematics and reading, were published and distributed in April 2003.

Guidelines for English as a Second Language (ESL)
The department has distributed *Guidelines for English as a Second Language (ESL) Programming and Services* to all boards. The Oral Language Proficiency and Literacy Assessment has been provided to boards and in-service training provided for lead teams. A draft copy of a guide for ESL and classroom teachers has been developed.

Supplementary funding under the Official Languages Education Program (OLEP)
The department made submissions to the Department of Canadian Heritage for funding under the regular OLEP Agreement, the Supplementary Funding envelope and under the new Government of Canada Action Plan on Official Languages Agreement.
Interim funding through the regular OLEP agreement was awarded for 2003-04 and the Department is currently negotiating funding for the next three years. No funding was awarded by the Government in 2003-04 for the Action Plan.

Positive Parenting Workshops
The department provided leadership to increase parental involvement in the education system by directing the delivery of Positive Parenting workshops to parents. Three workshops were delivered in Halifax region, Annapolis Valley and Chignecto-Central. They were designed to increase parents' knowledge of the school system, related policies and procedures, their rights and responsibilities, and to equip them with new knowledge about accessing resources and support to effectively assist with their children's schooling.

Report of the Special Education Implementation Review Committee
The department tracked the enhancement of core professional services as a result of targeted funding announced in Learning for Life. Templates were developed for boards to use when requesting targeted funding for pilots. Evaluations of the pilots identified enhancement in programming and services for students with special needs. The department, with input from educational partners, has developed and is continuing to develop, information brochures and guides addressing topics such as program planning, transition planning, enrichment, assistive technology and school psychology. The Children and Youth Action Committee (CAYAC) has established a provincial committee to address transition issues for children and youth with special needs.

Improve the understanding of inclusive schooling
The information fact sheets have been completed for Adaptations, Inclusive Schooling and Enrichment. The Transition Planning document has been revised and a program planning guide for parents is being prepared. Planning for parent conferences on a regional basis is underway.

CAYAC (Children and Youth Action Committee) to address transition issues for students with special needs
The Provincial Transition Committee has been re-established with terms of reference. The CAYAC Transition Planning Committee will continue its work in transition planning during 2004–05.

Transition Planning Handbook
The handbook has been reviewed by the Provincial Transition Committee. Student Services Coordinators have identified transition planning as a policy implementation priority for the next fiscal year. Implementation of the handbook is anticipated in early 2005.

Video on school-wide enrichment
The video on school-wide enrichment has been distributed to boards. An accompanying guide has been developed and resource kits developed to support board implementation.

Summer institute for school board office/school administrators/student services personnel
The department provided three summer institutes to 36 teachers related to the integration of technology in support of the curriculum. During the summer of 2004, 26 teachers attended a summer institute on Attention Deficit Hyperactivity Disorder.

Guide on resource teaching
Resources were added to the *Authorized Learning Resources* list to support programs in the Acadian Schools. 940 titles were deleted and 1332 new titles added. The list includes 5,921 titles. In addition to directed purchases from the credit allocation, funding was targeted to purchase additional resources for health, literacy, mathematics, and science.

Pilot projects for students with special needs
In 2003–04, the first year of the pilots was completed with boards submitting evaluations. The pilots are continuing during 2004–05.

To work with boards toward consistency in semestering practices for 2004–05
Learning resources for students and professional development for teachers were provided to support the implementation of new Mathematics Plus courses in September 2003. A teaching resource was developed to support the new English 10 Plus option to be piloted in 2004–05. The department continued to gather data and report on organizational structures for delivery of the senior high program and to assist boards in preparing for September 2004 implementation of recommended *Time to Learn* structures.

Youth Pathways and Transitions Strategy and Youth Apprenticeship Program pilots
The department developed a framework for the Nova Scotia Youth Apprenticeship initiative. Curriculum resources and professional development for teachers were provided to support the implementation of Business Management 12, Food Science 12, and Agriculture/Agrifood 11. Curriculum frameworks were developed for Computer Programming 12, Geomatics 12, and Multimedia 12. The department provided support to boards for related Youth Pathways and Transitions/College Preparation initiatives.

Expand career-related course offerings
The department conducted industry and educators' focus groups for Health and Human Services 12 and Tourism 12. Curriculum development was undertaken with industry and post-secondary education partners.

Articulation agreements with the Nova Scotia Community College (NSCC)
The Department worked with the NSCC to give high-school graduates opportunities to earn advanced standing/recognition for credit in specific components of college programs. The department met with representatives of the NSCC schools of Applied Arts and New Media, Business, Health and Human Services, and Trades and Technology to establish frameworks and schedules for implementation. The Articulation Agreement for Applied Networking Technology (Cisco training) was completed.

Publications to illustrate pathways
Topics were identified for *Pathways* brochures and posters. Design specifications and prototypes have been developed for these publications. The department developed a teacher's resource to support use of the *Nova Scotia Career Guide* in grades 7–9.

Nova Scotia Student Career Portfolio
The Nova Scotia Student Career Portfolio was piloted in grade 7. The department conducted a workshop for 38 lead teachers to support the implementation of the Nova Scotia Student Career Portfolio as a component of Health/Personal Development and Relationships 7.

Initiatives that provide increased time and support for literacy at senior high school
A teaching resource was developed to support the new English 10 Plus option to be piloted in the next fiscal year. The department cost-shared a pilot program which was conducted by the Halifax Regional School Board to provide additional time and support for literacy at Halifax West High School. The department developed two resources: *Writers in Action 10: A Teaching Resource* and *English 10—Reading: A Teaching Resource.* The first of these will be implemented in 2004–05 year with resources for English 10 writing centres.

Implementation of Français pré-emploi
Français pré-emploi has been successfully implemented in the Acadian high schools.

Implementation of Mathematics Strategy initiatives
The department delivered five regional two-day professional development sessions to 115 resource teachers working with any configuration of Grade 7, 8 or 9, and for 19 school board personnel. The focus was on the Grades 4–9 math curriculum outcomes, Math manipulatives, special education learning profiles as well as curriculum differentiation and adaptations information. In addition to the sessions, each participant received a kit containing 5 manipulatives, curriculum outcomes documents and a literature review on Math and Special Education. Grade level teaching guides: *Mathematics: A Teaching Resource* are anticipated to be implemented in 2004-05.

CurriculumLinks resources
Two resources were developed: *MathLinks Grades Primary–3* and *MathLinks Grades 4–6*. Student *PM Maths* resources linking numeracy and literacy were provided for grades primary–2.

Implementation of new learning resources for elementary mathematics
I Get It! resources for teachers and parents were provided for grades primary–4. Student textbooks for grade 3 were selected for purchase in 2004–05. *Let's Talk about ...* pamphlets for mathematics were developed. Prototypes for "Homework Baggies" were completed. Materials for a *Communicating with Parents about Mathematics: Grades Primary–6* kit were developed.

Adaptation and translation of the grades P-3 and grades 9 and 10 Atlantic Canada mathematics curriculum documents for teachers in French immersion programs
The translation and adaptation of grades 9 and 10 Atlantic Canada mathematics curriculum documents were completed in June 2003. Primary–1 Atlantic Canada Mathematics curriculum documents were completed in August 2003. Grade 12 Atlantic Canada Mathematics curriculum document was translated and adapted in September 2003.

Evaluate the elementary and junior high mathematics programs
The Elementary Mathematics Program Assessment was administered in June 2003. The Junior High Mathematics Program Assessment development was completed in March 2004 for administration in 2004–05. *Toward a Coherent Mathematics Program: Junior High* will combine the results of the June 2002 and June 2004 assessment and the results will be released in 2004–05.

Implementation of Mathematics 10 Plus and Mathematics Foundations 10 Plus
Learning resources for students and professional development for teachers were provided in September 2003 to support the implementation of new Mathematics Plus courses. The curriculum supplement for the Mathematics Plus courses was completed. Resources were provided to support the Sydney Academy Mathematics Extended 10 pilot. Resources and professional development were provided to support the Chignecto Central Regional School Board pilot of Mathematics Essentials 10. Planning began for a Mathematics Essentials 11 pilot to be implemented in 2004–05.

New curriculum for all Mathématiques courses
All mathematics high school courses including *Mathématiques pré-emploi* and *Mathématiques pré-calcul 12* were introduced in the Acadian schools in September 2003.

The technology component of the on-line data bank of mathematics questions to assist teachers of grades 11 and 12 was completed. The initial Mathematics 10 question bank became operational.

Implementation of Nova Scotia Examinations in mathematics for Anglophone, Francophone and French immersion students
Mathematics Item Writer's Guide was published and distributed to teachers in April 2003. Workshops were held in April 2003 and October 2003 to review the Guide and write examination items. A computerized item bank was developed with all cells containing field- tested examination items in December 2003. In service training was conducted twice in 2003–04 for all Math 12 teachers. The draft *Nova Scotia Examinations Mathematics 12/Advanced Mathematics 12 Teacher Information Guide* was prepared August 2003. The Nova Scotia examinations in Mathematics (English and French) were administered in January 2004.

Support the implementation of the Atlantic Canada science curriculum grades primary and 1
An implementation workshop was held for 61 science primary-2 lead teachers. Learning resources were provided to each school to support implementation of grades 1 and 2 science. Additional resources were provided for grades primary–2 to link science and literacy. The purchase of hands-on materials for grade 2 science was postponed to accommodate budget restrictions. The Department conducted a Science: Grades Primary–2 summer institute. Development of *ScienceLinks Primary–2* was completed for publication in 2004–05.

Science Curriculum
A resource for science teachers, *Literacy Links: Science 7 and Science 8*, was developed. The release is anticipated in 2005.

The department conducted a professional development workshop for 66 lead teachers to support implementation of science curriculum in grades 9 and 10. The Department provided 5022 textbooks and e-books through the directed purchase process to support implementation of Physics 11. CD resources were provided for 132 physics teachers. Development of *Physics 11 and Physics 12: A Teaching Resource* was completed for publication in 2004–05. The department worked with teachers and university partners to develop a curriculum framework for *Advanced Physics 11 and Advanced Physics 12.* Work to develop curriculum is ongoing. It is anticipated that the curriculum will be piloted in 2005-06 and implemented online and in class in 2006-07.

African Heritage Literature 12
The department established priorities and operational goals for integrating African Canadian perspectives in p–12 curriculum. The revision of *African Heritage Literature (AHL 12) Guide* was completed in February 2004. Planning for tutor training for the adult literacy program was conducted. Professional development presentations were made to principals in Strait Regional School Board and to teachers in the Halifax Regional School Board. Curriculum is currently being finalized and implementation is scheduled for 2005.

Continue to support the implementation of African Canadian History 11, Gaelic Studies 11, and Mi'kmaw Studies 10
African Canadian History 11, Gaelic Studies 11 and the revised Mi'kmaw Studies 10 were implemented in the 2002-03 school year. In 2003-04 the department continued to monitor and support the implementation through provision of professional development workshops for teachers, development of curriculum resources and finalization of curriculum guides.

New courses for Correspondence Study
New Correspondence Study courses were developed and piloted for Art 10, English Communications 12, Math 9 and 10, Chemistry 12, Science 10, Global Geography 12. Math 11 was printed with new curriculum outcomes and English 12 was revised with resources aligned to match those currently on the Authorized Learning Resources list. In 2003–04, 1,700 new students enrolled in Correspondence Study for a total of 2,050 students in process. 47% of students are currently enrolled in the public schools.

Active Healthy Schools strategy
The Active Healthy Schools strategy will mainly impact grades 4–6. Resources were provided to support the implementation of health education included *Smoke Free for Life; Making a Difference: A Teachers' Drug Prevention Resource for Health Education, Grades Primary–6*; *Drawing the Line: A Resource for the Prevention of Problem Gambling, Grades 4–6;* and *Second Step* anti-bullying resources for grade 6.

The department conducted a workshop for 38 lead teachers to support implementation of Health and Personal Development and Relationships 7 and provided copies of related curriculum resources. A teacher's resource and set of *Health Issues 7* textbooks were provided for each school. Grants were provided totalling $80,000 to support the second year of the Active School Communities pilot in each board and support for this project was provided at each site.

In partnership with universities and school boards, the department developed and field tested modules for the new Physical Education 10 curriculum.

Student support worker services to African Nova Scotian students
The department assisted school boards in increasing the provision of student support workers' services. This support is recommendation number 5A of the BLAC Report. Targeted funding was provided, and eight additional student support workers were hired. In consultation with school boards, provincial operational guidelines for the program were developed. An orientation workshop was developed for all student support workers. *Active Young Readers 8* learning resource packages included African Canadian components and content.

Racial Equity Policy
ALR—focus resources have been reviewed and are ready to move forward. A Racial Equity Policy Work Group was established. A second-phase implementation plan was developed for elementary grades and will be implemented in 2004-05. Strategic planning sessions were held with the Race Relations, Cross-Cultural Awareness and Human Rights Coordinators and provincial priorities for the Racial Equity Policy implementation were identified. Racial Equity Policy training was provided to school boards. In 2004-05, the policy will be implemented through provision of in-servicing for school boards, and boards will develop in-service plans for schools later in 2004-05.

To work toward the establishment of an Africentric Learning Institute
The department increased support to the Council on African Canadian Education (CACE) to facilitate the development of the Africentric Learning Institute. An additional $100,000 was provided for the development of programming for the Institute. CACE hired consultants and a curriculum writer. Terms of reference were developed and approved for the hiring of an Educator in Residence at the Institute.

BLAC Report on Education

Recommendations 28 and 29 were implemented through facilitation of two youth workshops which identified the challenges facing African Nova Scotian youth in the rural communities and how the government agencies and communities can collaborate to meet the needs of these youth. Recommendation 30 was implemented by producing a report (*Report of the BLAC Implementation Review Committee*)to assist the department and its partners, including the Council on African Canadian Education and the Black Educators Association, with program development. Recommendations 14 A and 14 B were implemented through working with CACE and the BEA to improve the support to the Cultural and Academic Enrichment Program for African Canadian students and to the Summer math and science camps for African Canadian students at Dalhousie, Acadia and the University College of Cape Breton.

Pilot of new standard report cards

Consultations were conducted with school board representatives, pilot schools and the Nova Scotia Teachers Union. Aspects of the Reporting Policy Framework and report card templates were revised for the 2003–04 pilot. Templates for school-teacher communication plans were developed. Implementation of school communication plans began in September 2003. Work with school boards continued on the use of technology in report card production. Support for pilot schools for the technology software will continue in 2004-05. Implementation of the new standard report cards is anticipated in 2005-06 for grades primary-9 and in 2006-07 for senior high schools.

A new interactive website for parents

A Parent Website was developed and launched in March 2004. The site lists resources available for students, ways in which parents may assist their children to succeed, and public school programs and policies of interest to parents.

Enhance monitoring and reporting student progress

The Individual Program Planning reporting template was piloted and revised as part of the piloting of the new standard report cards. The template is continuing to be piloted and is anticipated to be implemented with the new standard report cards in 2005-06 for grades primary-9 and in 2006-07 for senior high schools.

Assistive technology devices and services for primary-12

A committee was struck with representation from all boards and work began on the development of a framework which will provide a foundation for building an on-going comprehensive strategy to support assistive technology adaptations with students. A draft framework is anticipated during the 2004–05 school year.

School Advisory Councils
A public discussion paper and questionnaire were circulated and focus groups were held with representatives of School Advisory Councils in each of the regions of the province. The results of the consultation were circulated to education partners. A Minister's response to findings is anticipated in 2004–05.

Core Business Area: Higher Education

Nova Scotia Advisory Board on Colleges and Universities
A Working Group of government and university representatives is currently drafting a report that could form the basis of a Memorandum of Understanding between government and the universities, designed to control tuition increases, reduce duplication, identify and support program offerings in areas that address Nova Scotia's skill needs, and make it easier to transfer credits among universities and community colleges. Other issues being addressed through this process include research strategy and the role of post-secondary education in economic development.

First five-year review (1996-2001) of Nova Scotia Community College
A review committee with NSCC is in place and discussions are ongoing regarding elements of the 2006 review.

Merger of Université Sainte-Anne and Collège de l'Acadie
The department continues to support the merger through the allocation of $500,000 annually over and above the combined operating grants for the two institutions, as per the agreement between the province and Canadian Heritage.

New student debt reduction program
Operational procedures for the administration of the Debt Reduction program were developed. An information campaign to ensure that students, university, community college and private college officials were fully aware of the program was completed, and applications were received from a small number of students.

Re-engineer the student assistance production system
Re-engineering of the student assistance production system is ongoing. Discussions began on combining the imaging and work flow system with the new production system. Development of system requirements were begun and public consultations commenced, to be completed in 2004–05.

Monitor the General Regulations to the Private Career Colleges Regulation Act
The department continues to monitor on an ongoing basis the General Regulations made pursuant to the *Private Career Colleges Regulation Act* to ensure the regulations meet consumer protection needs. Colleges remain in compliance with the regulations. The Department will continue to work with private career colleges to address and resolve any issues that may arise.

NSCC Development Initiative
Renovations are underway at all designated campuses. Plans for the new Metro campus have been presented to the Metro community and construction is scheduled to begin in 2004–05.

Increase the operating grants to universities
The 2003–04 operating funding to universities was $205.7 million (includes $6 million allocated in March 2003), compared to $200.7 million in 2002–03. This represented a 2.5% increase.

Continue review of teacher certification requirements
Three proposed multilateral agreements were developed, discussed and approved in principle by Atlantic registrars. These draft agreements will be distributed for consideration at the national level at a meeting of the teachers certification working group in October 2004. Finalization of agreements with interested provinces is anticipated in 2004-05.

Criteria for a Regional Teachers Certificate were discussed. It could not be developed in view of regulatory and contractual differences between the provinces. However, the proposed agreements will serve to improve teacher mobility while allowing each province to retain their own standards and requirements. Governor-in-Council Regulations in Nova Scotia regarding improved teacher mobility will be developed under the Education Act in 2004-05.

Provide matching funding for national research grants
The Department of Education and the Office of Economic Development continued to monitor the demand on the Nova Scotia Research and Innovation Trust Fund (NSRITF) for funds to match project funding awarded by the Canada Foundation for Innovation (CFI). CFI is an independent corporation created by the Government of Canada to fund research infrastructure that strengthens Canadian institutions' ability to conduct world class research and technology development. In 2003-2004, the NSRITF provided $9.6 million to match funding from CFI to Nova Scotia universities and the NSCC for 45 projects.

Development of a special needs policy and assistive technology workstations
Each campus has assistive technology workstations available for students with disabilities. The development of a common special needs principles was deferred until 2004–05.

Employability Assistance for People with Disabilities
The number of NSCC students who had an individual program plan in high-school for a person with disabilities has increased from 37 to 46, and is projected to reach 60 in 2004–05.

Track eligible students with disabilities
The tracking of eligible students with disabilities will be conducted under the new Labour Market Agreement for Persons with Disabilities.

To assist the public library system
The review was undertaken by a committee appointed by the Minister with representation from the department, Municipal Councils and Regional Library Boards. The Committee's Report was submitted to the Minister in November 2003 and was used in budget deliberations.

Core Business Area: Skills and Learning

Initiatives aimed at developing a skilled and adaptable workforce
A comprehensive set of occupational employment projections for Nova Scotia was developed and three publications, *Labour Market Outlook*, *Industrial Outlook* and *Occupational Outlook* were produced. This work provides a foundation for career and labour market information products such as *Career Options: An Occupational Handbook for Nova Scotians*. Prepared *Occupational and Skill Shortages: The Backgrounder*, now available on the Skills Nova Scotia website.

Youth Apprenticeship pilots were planned. A post-journey-person training inventory was undertaken as step to develop mentor/coach training for apprenticeships.

A *Career Guide*, for grade 9 students and their parents, was developed which provided an overview of the Nova Scotia labour market. The guide was designed to cross-reference with the *Career Options* website.

Eight projects were funded to support family literacy across Nova Scotia. Good practice guidelines for family literacy were developed and released in November 2003. A provincial planning forum was hosted in December 2003 with over 60 participants. A series of regional meetings were held between January and March 2004 to explore partnerships.

2003–04 Skills Nova Scotia Action Plan
The Labour Force Planning Committee was convened and provided the input for the creation of the Skills Nova Scotia 2003–04 Action Plan and 2002–03 Annual Report. The 2003–04 Action Plan was released in early winter of 2003. The Partners Advisory Council on Workforce Skills was formed and met in the summer and fall of 2003 to provide advice and guidance regarding labour market skill development issues. The focus on career development and the provincial symposium brought a number of partners together to discuss the creation of continuum of career development programs and services.

Labour Market Development Agreement (LMDA)
Provincial departments (Education, OED, IGA, and Community Services) worked on developing a negotiation position for the LMDA. This position will be influenced by the outcome of the Forum of Labour Market Ministers Multilateral Framework discussions which were still on-going as of March 31, 2004. The Canada–Nova Scotia Skills and Learning Framework priorities from 2002–03, Apprenticeship, Learning and Earning, Employability, Immigration and Labour Market Information, were maintained for 2003–04.

Forum of Labour Market Ministers Secretariat (FLMM)
The department assumed provincial co-chair responsibilities for the FLMM Labour Market Initiatives Work Group. A work plan and budget for 2004–05 was developed.

Develop labour market information products
A comprehensive inventory of Nova Scotia's labour market information products, data and research initiatives was prepared. The department participated in a Canadian Occupational Projection System Partnership project to develop enhanced provincial occupational projection models. The background work for the development and implementation of an occupational supply and demand analysis framework for Nova Scotia was completed.

The department participated with the Greater Halifax Partnership (GHP) to develop a sample frame and survey instrument to be used for the SmartBusiness Business Retention and Expansion Project to collect data on human resource issues faced by employers.

The department worked to develop a pamphlet providing information about web-based career and labour market information products available.

The department participated in the development of an action plan to address critical labour market data needs.

Create funding mechanisms
The department signed a Memorandum of Understanding with Human Resources Development Canada and the Association of Industry Sector Councils (AISC) to support joint research and planning activities in the areas of human resource and skills development.

Collaborate with OED to implement the new Provincial Nominee Agreement
The department supports the Office of Economic Development on an ongoing basis wherever possible. Joint meetings are held regularly concerning the Provincial Nominee Agreement and other initiatives under the skills Nova Scotia Framework.

Inventory current career development and employment services
A Nova Scotia Symposium on Career Development was held involving 160 delegates representing a wide-range of stakeholders in September 2003. The department provided support for a meeting of the 27 Career Resource Centres (CRC) across the province to assist with their more coordinated association. The department initiated the first step of an asset mapping process through the Employability Committee of the Canada Nova Scotia and Learning Framework. This will entail the completion of a preliminary scan/inventory by an inter-governmental committee which will identify the career/life planning programs and services these departments fund. Data, standards information, tools and resources on career development were collected from other provinces to prepare for the national asset mapping.

Nova Scotia School for Adult Learning (NSSAL)
The Nova Scotia School for Adult Learning (NSSAL) provided over $3.7 million in funding to support Adult Learning Program (Level III and IV) and public school program credits (Grades 11 and 12) leading to the Nova Scotia High School Graduation Diploma for Adults, in partnership with the colleges, school board adult high schools, and community-based groups. More than 2,000 adults were enrolled at these levels, and 430 adults received their high school diploma. NSSAL distributed over $2.5 million to 30 plus literacy organizations to support Adult Learning Programs for adults at Level I and Level II. Approximately 140 programs served over 2,100 learners.

The student information system was implemented in September 2003. A province-wide training initiative was completed. The personnel of five school boards which have adult high schools were trained to use the system. A pilot was developed to design and test the reporting functions of the system.

The articulation agreement between the Department of Education and Nova Scotia Community College was expanded to recognize additional post-secondary credits as electives toward the Nova Scotia High School Graduation Diploma for Adults

Advisory services were provided to the Nova Scotia Health Care Human Resource Sector Council to assist with the development and delivery of a Prior Learning Assessment Recognition (PLAR) process for the Continuing Care Assistants Program.

Curriculum development of the existing Adult Learning Program courses
The Adult Learning Program Level III curriculum, which includes Communications, Mathematics, Science and Social Studies, was rewritten. The initial piloting phase began in February 2004. The changes to the Level III curriculum incorporate five cross-cutting themes; literacy, numeracy, employability, inclusivity and technology. Level IV courses have been developed to expand the course selection options within the Adult Learning Program: Introductory Sociology and Technical Communications.

Priorities for the Community Learning Initiative
The Provincial service agreement was implemented with more than 30 community-based literacy organizations.

Support the Justice Reintegration Project
Nine Corrections Officers and Corrections Workers have been trained using the Department of Education Tutor Training Program. The Initial Assessment tools were developed and piloted. All participants were assessed using the Canadian Adult Reading Assessment instrument. The tutoring began in May 2003. The role of the correctional facility's instructor has been expanded to include the coordination of the tutoring program, as well as overseeing the Initial Assessment process.

Older Workers Pilot Project Initiative
Seven pilot projects were operational and two separate projects designed a toolkit to address the issues of the ageing workforce in long term care facilities.

Workplace Education and Workforce Adjustment/Attachment Initiatives
Workplace Education/Workforce Skills Development programs supported business in Nova Scotia by offering Organizational Needs Assessments to industry and labour and partnering to run essential skills programs for 1,200 learners. The Essential Skills for Small Business Project continued in the pilot stage and ran programs for fifteen small businesses. Workplace Education supported workers in Transition at Sydney Steel and DEVCO with high re-employment rates. Phase II of the Apprenticeship Essential Skills initiative began with a Document Use Refresher and new assessment tools. The One Journey partnership with the Department of Community Services project was launched in January 2004.

Apprenticeship training
Training was provided for just over 45 per cent of active apprentices in the 2003–04 training year. Strategies were introduced to enhance apprenticeship training including an annual review of excessive time at trade clients prior to training, return mail follow-through, strategic reassignment of clients, annual review of apprentice inventory, and specialized training for targeted apprentices to achieve program completion. Progress towards improving the ratio of apprentices per Industrial Training and Certification Officer included updates to the client database, work towards ensuring a full complement of Training Officers and identification of administrative functions that can be reassigned.

Other Apprenticeship initiatives
Four common training standards were completed and another four are in progress. Nova Scotia is leading the National Common Core Curriculum project for the Sprinkler System Installer trade. Published transfer credit is now provided for 36 trade and technology pre-employment programs.

Promote careers in skilled trades
Meetings were held with business, industry, labour, associated government agencies to communicate this initiative, gather support and document issues. A program funding strategy was established. The department partnered with sector councils for implementation and delivery of an out-of-school pilot program. Two summer pilot programs were initiated. The promotion of skilled trades continued development which includes a coordinated marketing strategy.

Recommendations from the Apprenticeship - Achieving Excellence Through Partnership Report
In conjunction with the Apprenticeship Board, work has been completed on all recommendations of the report. Of the 25 recommendations, the majority have been accomplished through the following actions: federal support to the apprenticeship program, establishment of a strategic plan for the Apprenticeship Board, proclamation of a new Apprenticeship and Trades Qualifications Act in July 2003, increased communication was achieved with training providers, meetings held with targeted industries, improved access to the Labour Market Initiative, a trade regulation review was begun, and cost recovery of fees was put in place.

Second Youth Decision Survey
A survey of over 3,000 students, parents and teachers in 21 schools across the province was completed. Data compilation and analysis are underway. The survey results are expected in 2004–05.

Strengthen the mandate of the Youth Secretariat Act
Amendments to the *Youth Secretariat Act* received Royal Assent on May 20, 2004.

Create a strong and effective voice for youth
In fall 2003, the Minister of Education requested input from the Provincial Student Education Council (PSEC) regarding the perceptions, resources currently available and ways to attract students to the skilled trades and technologies. PSEC surveyed over 100 high school students across the province and then submitted a report of their findings, *Skilled Trades and Technologies - Perception, Resources and Attraction*, in March 2004.

Also in fall 2003, both the Nova Scotia Youth Advisory Council (YAC) and PSEC consulted with staff of the Office of Health Promotion on the content and strategies for distribution of the *Sex?* booklet. The YAC also consulted with Voluntary Planning regarding Off Highway Vehicles usage and the importance of youth inclusion.

Nova Scotia Employment Program for Students (NSEPS)
Under the Provincial Employment Program, 884 applications were received and 452 career related positions were created through the Nova Scotia Employment Program for Students (NSEPS), and 367 applications were received and 189 positions were created through the Cooperative Employment Program. A comprehensive evaluation of the NSEPS was conducted to determine how to improve the efficiency and effectiveness of the program.

Centre for Youth Engagement
The partnership, which also involved the Department of Community Services and the Office of Economic Development, resulted in the establishment of the HeartWood Centre for Community Youth Development. In its initial year the Centre made progress toward network building within the youth sector, undertook research about the nature and efficacy of community youth development, provided professional development opportunities and developed relevant resources for those working in the sector.

Encourage family involvement in learning
In 2003–04, eight projects were supported through the Family Learning Initiative Endowment Fund.

Read to Me!
A commitment for an additional $500,000 over five years was made to the *Read to Me!* Endowment Fund. Four new hospital sites were launched in Antigonish, Truro, New Glasgow and Bridgewater. A French language video on the importance of reading to small children was also launched. The French program, *Lis moi une histoire* commenced in January 2004.

Immigration Framework Agreement
The Framework Agreement was put on hold until a comprehensive and coordinated immigration strategy for the province is finalized, including the naming of a lead department.

Credential Assessment Service Study
Following the approval of recommendations made in a Feasibility Study, *The Viability of a Foreign Credential Assessment Service in Atlantic Canada*, a modified "build and contract" model was recommended. This work will carry on into 2004–05, through a work group of the Council of Atlantic Premiers—Skills and Labour Market Initiatives Group

Core Business Area: Corporate Policy

Education Consultative Forum (ECF) Subcommittee on Teacher Demand and Supply
In response to the Education Consultative Forum (ECF) Sub-Committee Report on Teacher Supply and Demand, an Early Hiring Job Fair was held at the four Nova Scotia B.Ed granting universities in January 2004 involving the department, all Nova Scotia school boards, Nova Scotia School Boards Association (NSSBA), Nova Scotia Teachers Union (NSTU), and Nova Scotia Teachers Credit Union (NSTCU). In February, some school boards attended the Career Fairs at Université de Moncton and UPEI. Through this process, 22 students were hired by Nova Scotia school boards, with additional hires expected as school boards become more knowledgeable of their teaching vacancies for the 2004–05 teaching year.

Survey of substitute teachers and recent graduates
Surveys of substitute teachers, recently certified teachers and non-teaching teachers were undertaken in the winter and spring of 2003. Questionnaires were sent to 4,502 teachers in total, with 2,418 responding—for a response rate of 53.7 per cent. The responses to the surveys were analysed and presented to the Education Consultative Forum in March of 2004.

Elementary Literacy Assessment Database
The development of the Elementary Literacy Assessment Database was completed. Information contained within this database provided schools, teachers and parents with information on student literacy and school level literacy.

Enhance current information systems
Preliminary scoping of the requirements for future student level information system has been completed.

Core Business Area: Corporate Administrative Services
(includes priorities under the Human Resources & Legal Services and Corporate Services branches)

Delivery of School Capital Projects
The department has identified school capital needs through the continued operation of the School Capital Construction Committee, reporting to the government on prioritized capital funding needs. The delivery of school capital projects is ongoing.

School Renovation and Maintenance
The $3-million repair and non-capital renovation funds were available during 2003-2004, as planned; additions and alterations to enhance or replace major school buildings, on a priority basis, continues. Eight addition/alteration projects are underway and should be completed within two years. Schools have been added to and altered under the phased multi-year program. A database of school renovation and maintenance needs has been developed.

Community Use of Schools Policy
Department of Education staff continued development of a Community Use of Schools Framework Policy. The need for a statutory change to enable implementation was identified. In Spring 2004, a bill was introduced in the legislature to provide rent free use of school facilities for activities for children and youth. It is anticipate ' that school boards will adjust their practices in 2004–05 to comply with the policy framework developed to standardize access and rate charges, and to ensure facilities are available for community and youth use for as many hours as possible.

School Board Implementation of the Human Resources and Payroll (SAP)
Implementation of SAP Payroll and Human Resources modules continued in 2003–04 in order to meet the implementation date of January 2005.

Provide enhanced support activities to school boards
The department, thorough the Human Resources and Legal Services Branch, provided enhanced support activities both internally and to school boards. This included handling grievances under the Teachers' Provincial Agreement, disability issues, Occupational Health and Safety questions and matters relating to non-teaching school board staff, and representing two school boards in Boards of Appeal under the *Education Act*. On-site educational sessions were provided for school board managers. Advice was provided to boards on threatened or actual grievances, questions of collective agreement interpretation and assorted other legal matters (e.g., terminations). Work on the Minister's Compensation Framework for senior staff of school boards was essentially finalized in 2003–04, thereby fulfilling a commitment made in the *Financial Measures (2002) Act*.

Explore funding models that ensure equity
In 2003-04 the department announced the initiation of an independent review of public education funding, for completion in the next fiscal year.

Review of facilities operations in the Southwest Regional School Board
The department has undertaken a review of facilities operations in the Southwest Regional School Board to determine the standard of service and the efficiency of service delivery and ensure these meet Provincial standards.

Improve school board governance reporting school board activity
The department continued to work with school boards and make improvements in the consolidation of provincial school data.

School boards operating under the pilot governance model
The department reviewed programs regarding the Southwest Regional School Board culminating in the final determination and announcement of the board governance structure, effective in the next fiscal year (as of August 1, 2004).

3. Financial Results

Budget Context

An analysis of the variance from budget to actual expenditures reveals the following:

	Actual 2002–03 ($Millions)	Actual 2003–04 ($Millions)	Budget 2004–05 ($Millions)
Total Program Expenses - Gross Current	1189.7	1251.6	1258.7
Net Program Expenses - Net of Recoveries	1137	1195	1209.4
Salaries and Benefits	18.6	20.1	22.5
Funded Staff (FTEs) Net	335.5	335.4	376.4

In the 2003–04 fiscal year, the department incurred a deficit of $8,989,600 representing a 0.8% over expenditure from its approved budget of $1,186,046,000. The over expenditure was as a result of a number of variances from budgeted amounts. Variances comprising the actual over expenditure are as follows:

Public Education Funding	$ (3,762,500)
School Capital Amortization	3,164,000
Teachers' Pensions	(1,046,300)
Higher Education	(927,500)
Skills and Learning	605,800
Other	(24,000)
Sub total	$ (1,990,500)
Assistance to Universities	(6,999,100)
Total	$ (8,989,600)

The increase in Public Education Funding results from a change in accounting practice relative to year end accrual of teacher salaries, $(6,100,000), offset by savings in teachers' medical/dental and life insurance premiums, $1,500,000, a decrease in formula grants, $985,000, and operational savings, $147,500.

The School Capital Amortization underspend reflects changes in completion dates established by re-examining the priority of projects, and the corresponding deferral of amortization costs; and a reduction in the bus amortization rate from 30% to 20% to more accurately reflect the actual useful life.

The variance in Teachers' Pensions matching contributions results from Regional School Board wage increases and additional pension purchases.

The increase in Higher Education results from a necessary increase in the Guaranteed Student Loan reserve, $(1,209,000), offset by savings in debt servicing costs and interest relief, $246,000.

The Skills and Learning underspend reflects operational service reductions as part of the Budget Management Plan.

The increase in Assistance to Universities reflects additional operating funding, $(8,000,000), offset by a Budget Management Plan reduction, $1,000,000.

In the 2004–05 fiscal year the department will increase the Education and Assistance to University budgets by $23,333,000 reflecting a 2.0% increase in funding. The major areas of increase are as follows:

Public Education Funding	$ 22,042,000
Community College Grants	3,044,000
Skills and Learning	(2,009,000)
School Capital Amortization	1,369,000
Public Schools Branch	(1,079,000)
Corporate Services	(1,056,000)
Teachers' Pensions	725,000
Learning Resources Credit Allocation	(500,000)
Other	71,000
Sub total	$ 22,607,000
Assistance to Universities	726,000
Total	$ 23,333,000

The increase in Public Education Funding represents additional operating funding of $21,882,900; increases in teachers' medical/dental and life insurance premiums, $1,500,000; increases in school lease costs, $1,310,000; offset by a reduction in the teachers' salary accrual, $(2,200,000), a decrease in non formula funding, $(309,900), and additional operating adjustments and transfers, $(141,000).

Increases in Nova Scotia Community College grants reflects additional operational funding, $4,644,000, offset by a tuition increase, $(1,600,000).

Decreases in Skills and Learning reflects the transfer of the Provincial Employment Program to OED, $(1,608,500), and operational reductions, $(400,000).

The increase in School Capital Amortization reflects increased depreciation associated with the completion of new school construction, additions, and betterments.

Reduction in Public Schools Branch reflects a decrease in funding for the Information Economy Initiative, $(1,500,000), offset by funding increases to support the implementation of Black Learners Advisory Committee report recommendations, $500,000, and other reading, writing and math initiatives.

Reduction in Corporate Services reflects a decrease in non TCA repair funding, $(2,000,000), off set by funding for the creation of the SAP Business Support Centre, $821,200, and the assumption of IT services for SNSMR, $166,000.

Increase in Teachers' Pensions reflects increase in matching contributions.

The Learning Resource Credit Allocation funding was reduced $(500,000).

The increase in Assistance to Universities is a result of additional of operating funding.

Subsequent to the adoption of the Provincial budget, higher than anticipated property tax revenue enabled the provision of a further $1,000,000 to regional school boards for non-tangible capital asset repairs and an additional $500,000 for learning resources.

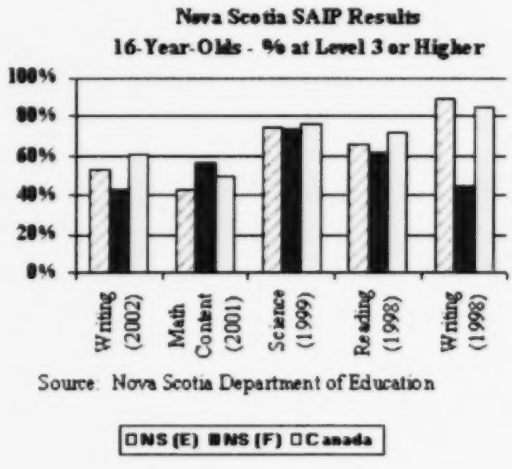
4.0 Performance Measures

SCHOOL ACHIEVEMENT INDICATOR PROGRAM

One of the Department's core business areas is P–12 Education. The results of the School Achievement Indicator Program (SAIP) are some of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?

SAIP assesses 13- and 16-year-old students in mathematics, reading, science, and writing. The data reported below are based on the results of 16-year-old students only. These students have had the longest exposure to the Public School Program in mathematics, reading, science, and writing. SAIP, a national assessment, has five levels of performance. Each level has a description of student performance. The national standard for the performance of 16-year-old students is set at level 3. This measure presents the percentage of Nova Scotia students achieving level 3 or higher.



Source: Nova Scotia Department of Education

WHERE ARE WE NOW?

The 2002 results of Nova Scotia English and French students in SAIP writing were below the national average. In 2001, our 16-year-old English students math content results were below the national average, while the French student results were above the national average. In 1998, the Nova Scotia results for reading were below the national average. For science, the results in 1999 for Nova Scotia and Canada were fairly close. The 2002 "writing instrument" used in 2002 varied a great deal from the "writing instrument" used in 1998. According to SAIP documents, it is not appropriate to compare the periods of 1998 and 2002.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

There are no new data for SAIP since the last report. SAIP was not administered in 2003 which was a year designated for the administration of the Programme of International Student Assessment (PISA). We are awaiting the results of SAIP Science administered in the spring of 2004. We are targeting for science results to be higher than those in 1999.

It should be noted that SAIP has been discontinued as a national assessment. A new national assessment, Pan-Canadian Assessment Program (PCAP), is in development. This new assessment will be administered to 15-year-old students and the data will create new baselines on which the department will set new targets.

PROGRAMME OF INTERNATIONAL STUDENT ASSESSMENT

One of the Department's core business areas is P-12 Education. The results of the Programme of International Learning Assessment (PISA) are some of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?

The average score for all countries in PISA is 500. This measure compares the performance of Nova Scotia with the performance of the international community in reading, mathematics, and science.

PISA assesses 15-year-old students in reading, mathematics and science, and was administered for the first time in the spring of 2000. Thirty-two countries and all the Canadian provinces participated in PISA in 2000.

WHERE ARE WE NOW?

For PISA reading and PISA science, Nova Scotia English students performed higher than the international average, while Nova Scotia French students performed below the international average. The results for Canadian 15-year-old students were higher than Nova Scotia's results.

PISA Results, 2000
15-Year-Old Students

	Reading	Mathematics	Science
Nova Scotia (English)	522	513	517
Nova Scotia (French)	474	508	466
Canada	534	533	529
All Countries	500	500	500

Source: Nova Scotia Department of Education

For PISA mathematics, the results for both Nova Scotia English and French students were higher than the international average, and lower than the results for Canadian students.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

There are no new data to report for this assessment. PISA was administered in the spring of 2003 with mathematics as the major study and science and reading as minor assessment areas. It is anticipated that the results of the assessment will be released in the winter of 2004.

NOVA SCOTIA EXAMINATIONS

One of the Department's core business areas is P-12 Education. The results of the Nova Scotia Examinations (NSE) are some of the measures for a desired outcome that fall within this core business area.

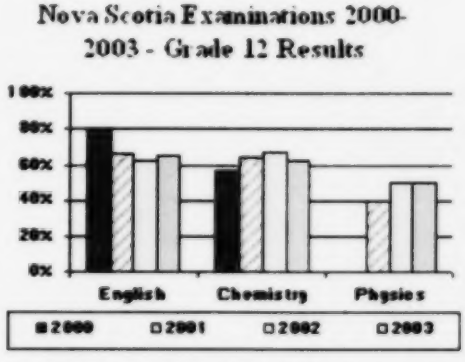
WHAT DOES THIS MEASURE TELL US?

NSE are administered to grade 12 students in English language arts and the sciences. The passing mark for NSE is 50%. This measure informs us about the percentage of students who achieve a passing mark in English 12, Chemistry 12, and Physics 12.

NSE are based on the Atlantic Canada curriculum. The current measures are for students in English boards only, including French immersion.

WHERE ARE WE NOW?

The percentage of grade 12 Nova Scotia students achieving a passing mark on NSE are as follows: English 12: 66% in 2003, up from 63% in 2002; Chemistry 12: 63% in 2003, down from 68% in 2002; and Physics 12: no change from 2002.



Source: Nova Scotia Department of Education

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target for 2004–05 is that 70% of grade 12 students will achieve a passing mark on NSE for English 12, 70% for Chemistry 12 and 60% for Physics 12. There are a number of initiatives being undertaken to help improve student performance. For the 2004–05 school year, two new grade 12 mathematics examinations will administered.

HIGH SCHOOL GRADUATION RATE

One of the Department's core business areas is P–12 Education. The high school graduation rate is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The graduation rate is the percentage of students receiving a high school graduation diploma compared with the number of students in grade nine three years earlier.

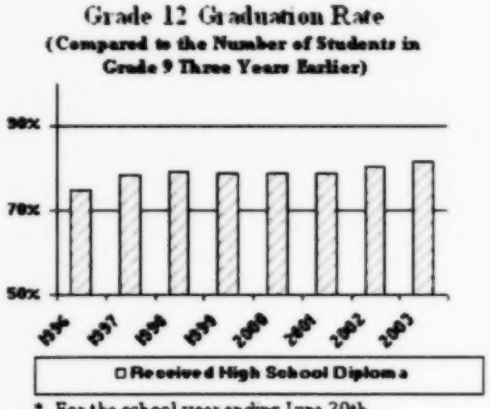
Education is a key variable in improved employment prospects and higher earnings. The successful pursuit of further education depends upon high school graduation. This is the foundation upon which an individual's future success is built.

WHERE ARE WE NOW?

The 2002–03 graduation rate has continued to increase over previous years and is now at 81.6%. In 2001–02, the rate was 80% and in 2000–01, it was 79%.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Senior high students can choose course options that are consistent with their post-secondary plans, be they university, community college, trades, or the job market. It is expected that having opportunities to prepare for the various post-secondary pathways will keep students motivated to graduate from high school.



* For the school year ending June 30th

Source: Nova Scotia Department of Education

STUDENTS FEELING SAFE

One of the Department's core business areas is P-12 Education. The percentage of grade 8 students reporting that they feel safe is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure tells us the percentage of grade 8 students reporting that they agree with the statement "I feel safe from personal harm," in the Atlantic Provinces Education Foundation (APEF) survey.

It is important that students feel safe while at school. This measure is a proxy of how safe students feel.

WHERE ARE WE NOW?

The survey was conducted in the spring of 2002 by the Departments of Education throughout Atlantic Canada, with the assistance of APEF, the sponsor of the research. The results of the survey indicate that across Atlantic Canada, marginally less students agree with the statement "I feel safe from personal harm." On an Atlantic Canada basis, this has decreased by 1% of the grade 8 population. Nova Scotia has experienced a growth of 3 % in the number of students who agree with the statement.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The results of the first survey will be used as baseline data and will help determine future direction.

Grade 8 Quality of Life Survey
"I feel safe from personal harm,"

	1995-96	2001-02
Nova Scotia	64	67
Atlantic Canada	69	68

Source: Nova Scotia Department of Education

PHYSICAL EDUCATION SAFETY GUIDELINES IMPLEMENTATION

One of the Department's core business areas is P-12 Education. The percentage of schools implementing the *Physical Education Safety Guidelines* is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure tells us what percentage of schools across the province have implemented the new *Physical Education Safety Guidelines.*

Physical Education Safety Guidelines have been developed for implementation during the 2002-03 school year. It is important that all schools implement these guidelines.

WHERE ARE WE NOW?

The *Physical Education Safety Guidelines* were distributed to schools boards and schools in the 2002-03 school year.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The target that 100% of schools undertake implementation of the guidelines during the 2002-03 school year was met.

Science Safety Guidelines Implementation

One of the Department's core business areas is P-12 Education. The percentage of schools implementing the *Science Safety Guidelines* is one of the measures for a desired outcome that falls within this core business area, "Safe Learning Environment."

What does this measure tell us?

The measure tells us what percentage of schools across the province have implemented the new *Science Safety Guidelines.*

Science Safety Guidelines are being developed for implementation during the 2002-03 school year. It is important that all schools implement these guidelines.

Where are we now?

The *Science Safety Guidelines* were completed in final draft format in the 2002-03 school year and a legal review was begun in 2003-04. The guidelines were produced in consultation with Senior Management of Nova Scotia School boards.

Where do we want to go/be in the future?

Our target is that 100% of the schools will have implemented the guidelines during the 2004-2005 school year, after legal review is completed.

CIGARETTE USE

One of the Department's core business areas is P-12 Education. Cigarette use is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

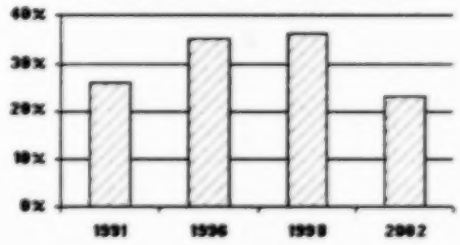
The measure tells us the percentage of students in grades 7, 9, 10 and 12, that have used cigarettes at least once in the past year.

The Department is undertaking a number of initiatives to help reduce the overall rate of cigarette use among students. Although cigarette use is influenced by several factors, it is hoped that the decision to use cigarettes can be influenced by the education system.

WHERE ARE WE NOW?

In 2002, 23% of students in grades 7, 9, 10 and 12 reported using cigarettes at least once in the past year. This is down from 36.1% in 1998. This is a reversal of the trends that showed that the percentage of students using cigarettes has been increasing over the last seven years.

Cigarette Use Among Students
At Least Once in Past Year



Source: Nova Scotia (NS) Department of Health, NS Student Drug Use 1996: Highlights Report; and NS Department of Health and Dalhousie University, NS Student Drug Use 1998: Technical Report. NS Student Drug Use 2002: Highlights Report

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

New health curriculum (Grade 7) and curriculum resources are set to be implemented that include strong tobacco education components. *Smoke Free for Life* curriculum resource available for grades p–9.

NUMBER OF PHYSICALLY ACTIVE STUDENTS IN GRADES 3, 7, 11

One of the Department's core business areas is P-12 Education. Physical activity in children and youth is one of the measures for a desired outcome that falls within this core business area.

Note: Data for this measure was developed in collaboration with the Office of Health Promotion. This measure is shared between the two departments.

WHAT DOES THIS MEASURE TELL US?

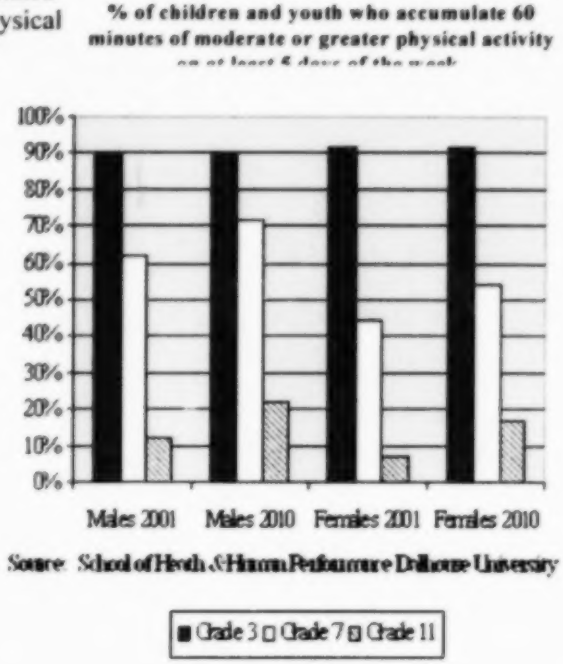
For healthy growth and development children need to accumulate at least 60 minutes of moderate or greater intensity activity on five or more days of the week. According to Canada's Physical Activity Guide for Children this has a range of benefits including strong bones and muscles, achievement of a healthy weight, and physical self esteem. Documented increases in the BMI levels of children and youth in most Western nations is likely a result of a decrease in physical activity and inactivity levels combined with poor dietary habits. We also know that inactive children grow up to be inactive adults.

WHERE ARE WE NOW?

In 2001 the percentage of youth who accumulated at least 60 minutes of moderate or greater physical activity during 5 days of the week:

Gr 3 - 90% of boys and 92 % of girls
Gr 7 - 62% of boys and 44% of girls
Gr 11- 12% of boys and 7% girls

A repeat of this study is planned every 4 years with the second assessment scheduled for fall 2005. There are no comparable Canadian statistics since Nova Scotia is the only jurisdiction to have objectively measured physical activity on a population basis.



WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our goal for 2010 is maintain the grade three activity levels and raise grade seven and grade eleven levels by 10 percentage points :

Grade 3 - maintain at 90% for boys and 92% for girls
Grade 7 - increase to 72% for boys and 54% for girls
Grade 11- increase to 22% for boys and 17% for girls

Number of Courses implemented to reflect Ethnocultural Diversity

One of the Department's core business areas is P-12 education. The number of courses implemented that reflect ethnocultural diversity is one of the measures for a desired outcome that falls within this core business area.

What does this measure tell us?

The measure tells us how many courses that reflect ethnocultural diversity are available to students in the public school program.

Where are we now?

In the 2002-03 school year, three courses to reflect ethnocultural diversity were implemented: African-Canadian History 11, Gaelic Studies 11 and the revised Mi'kmaw Studies 10. The department supported the implementation by facilitating workshops with teachers and providing additional teacher resources. Development and finalization of curriculum guides for these courses is ongoing.

Where do we want to go/be in the future

Continue the development of curriculum that reflects ethnocultural diversity and expand opportunities for such curriculum at other grade levels.

PARENT WEBSITE

One of the Department's core business areas is P–12 Education and we have developed a number of measures to better engage and inform parents of public school students. The Parent Website was launched in March 2004 and includes information for parents, documents related to the public school program, and an email link to request further information. Use of the Parent component of the EDnet web site is one indicator of communication with parents.

WHAT DOES THIS MEASURE TELL US?

There are three measures that can be included for this item. The first indicator is the number of "hits" on the Parent component of the EDnet website. A second is the number of public school documents which have been downloaded from the site. The third indicator is the number of requests for further information.

WHERE ARE WE NOW?

As of August 18, 2004, there were 6500 "hits" on the Parent website, 12,000 documents related to the public school program were downloaded and one request for further information was received via the interactive email contact on the site.

Access to Parent Website

	2004
"Hits" on Parent Web Site	6500
Documents downloaded	12000
Requests for further information	1

Source: Nova Scotia Department of Education.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The website is new and provides a single point of contact related to the public school program. We intend to expand links to school board sites and use email requests as the basis for expanding the Frequently Asked Questions (FAQ) component of the Parent Website.

P-12 Computer Ratio

One of the Department's core business areas is P–12 Education. The P–12 computer ratio is one of the measures for a desired outcome that falls within this core business area.

What does this measure tell us?

There are three measures that can be included for this item. The first reports the ratio of total students to total computers. The second reports the ratio of total students to current computers, where current computers are defined as those computers with PII-266 MHZ or better (Note that the availability of current computers will enable students to effectively use current software). The last measure reports the number of classrooms with three or more current computers.

The Information Economy Initiative (IEI) Extension has provided 1,468 new computers to grades 4–6 schools throughout Nova Scotia. An additional 3,500 computers were provided to schools through the Technology Recycling Program, a private-public partnership that refurbishes used computer equipment for distribution to schools throughout Nova Scotia. These computers support student learning and achievement in the Nova Scotia Public School Program and help prepare students to function and compete in today's labour market where technology and communications are so important.

Where are we now?

As of March 31, 2004, there were 4.4 students for every computer, and 5.4 students for every computer with PII-266 MHZ or better. A total of 2,856 classrooms had three or more current computers.

P-12 Computer Ratio and Number of Classes with Three or More Computers

	2002	2003	2004
Ratio of Total Students to Total Computers	6.2	5.1	4.4
Ratio of Total Students to Current Computers	9.3	6.7	5.4
Number of Classrooms with 3 or More Current Computers	2088	2111	2856

Source: Nova Scotia Department of Education, March 31 figures.

Where do we want to go/be in the future?

Our target for 2005–06 is a ratio of 5 to 1, in terms of total students to total current computers. Target ratios vary from 8:1 in grades Primary to 2 to 2.5:1 in grades 7-12. We need to replace approximately 7,000 older computers per year. Both the IEI and the Technology Recycling Program will help provide computers to our schools.

NUMBER OF RECOMMENDATIONS OF BLAC REPORT THAT HAVE BEEN IMPLEMENTED

One of the Department's core business areas is P-12 Education. The number of recommendations of the BLAC Report that have been implemented is one of the measures for a desired outcome that falls within this core business area, "Responsive and Flexible Learning Environment."

WHAT DOES THIS MEASURE TELL US?

This measure tracks the number of recommendations that have been implemented to date. Note that it does not indicate which recommendations are more important than others.

The Black Learners Advisory Committee (BLAC) Report on Education was completed in 1994. The report is intended to assist government in creating an education system which is equitable, accessible and inclusive for all learners. Recommendations in the report encompasses all education from pre-school through to post-secondary education, as well as adult education. The Department has reviewed the status of the BLAC Report and has developed a strategy for the full implementation of the recommendations.

WHERE ARE WE NOW?

As of 2003, 17 of the 30 recommendations have been implemented and 4 others initiated.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is expected that by 2006, 24 of the 30 recommendations will have been implemented.

PERCENTAGE OF SCHOOLS IN-SERVICING THE RACIAL EQUITY POLICY

One of the Department's core business areas is P–12 Education. The percentage of schools, in-servicing the Racial Equity Policy is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure is the percentage of schools in-servicing the new Racial Equity Policy. It is important that school staff receive in-servicing of the Racial Equity Policy to ensure its proper implementation and understanding.

WHERE ARE WE NOW?

The Racial Equity Policy has been completed and portions have been implemented in 2002–03. The bias evaluation tool has been implemented by the department and school boards, and procedures are in place for approving major resources such as books. Financial assistance in the form of grants has been provided to support the racial equity policy and a working committee is managing its implementation.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is that 100% of the elementary schools will have in-serviced staff on the Racial Equity Policy by the end of the 2004–05 school year.

REPORTING OF ASSESSMENT RESULTS

One of the Department's core business areas is P–12 Education. The reporting of assessment results is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

One of the commitments of Government was to provide improved student reporting to parents. This will enable parents to have accurate, regular information about their children's progress. The Department is reporting on these results through the *Minister's Report to Parents*. This measure indicates whether or not this report was produced and released so parents have access to the information.

WHERE ARE WE NOW?

The first *Minister's Report to Parents*, containing results from the 2001–02 school year was released in March 2003 and the second report was released in March 2004. The *Minister's Report to Parents* contains assessment results for language arts, mathematics and science in provincial, national, and international tests. The report can be found on the Program of Learning Assessment in Nova Scotia website: http://plans.ednet.ns.ca.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The *Minister's Report to Parents* will be produced and released annually.

NOVA SCOTIANS WITH POST-SECONDARY EDUCATION

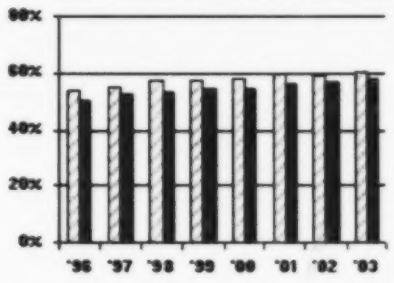
One of the Department's core business areas is Higher Education. The percentage of Nova Scotians with post-secondary education is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the percentage of Nova Scotians aged 25–54 that have a post-secondary certificate, diploma, or degree.

Education is a key variable in improved employment prospects and higher earnings. The attainment of post-secondary education prepares Nova Scotians for the labour market. Research conducted by the federal government suggests that 70% of new jobs will require some form of post-secondary education.

Percent of Nova Scotians and Canadians, 25-54, with a Post-Secondary Education



Source: Statistics Canada, Labour Force Historical Review

WHERE ARE WE NOW?

In 2003, 60.7% of Nova Scotians aged 25–54 had a post-secondary certificate, diploma, or degree, up from 59.1% in 2002. The percentage of Nova Scotians 25–54 with post-secondary education remains higher than the national average of 58.1%.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.

- $123 million is being invested in the Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats
- Development of a Memorandum of Understanding with the universities which will guarantee funding over three years and control tuition fee increases, identify and support program offerings in areas that address Nova Scotia's skill needs, and make it easier to transfer credits among universities and community colleges
- Ensuring that education and training opportunities at the NSCC are linked to economic opportunities in the province.
- A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006–07.

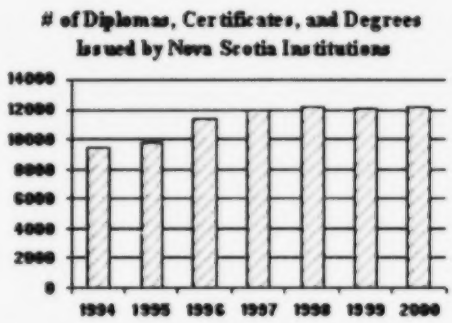
NUMBER OF DIPLOMAS, CERTIFICATES, AND DEGREES ISSUED BY NOVA SCOTIA INSTITUTIONS

One of the Department's core business areas is Higher Education. The number of diplomas, certificates, and degrees issued by Nova Scotian institutions is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure reports the number of diplomas, certificates, and degrees issued by Nova Scotian institutions. It includes community college diplomas, undergraduate level diplomas and certificates, graduate level diplomas and certificates, bachelor's and first professional degrees, Master's degrees and earned doctorates.

This measure indicates the capacity and ability of Nova Scotia institutions to provide post-secondary education.



Source: Statistics Canada Table 31 (Education in Canada Format)

WHERE ARE WE NOW?

In 2000, Nova Scotian institutions issued 12,223 diplomas, certificates and degrees, showing a slight increase over the 12,124 issued in 1998.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.

- $123 million is being invested in the Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats
- Development of a Memorandum of Understanding with the universities which will guarantee funding over three years and control tuition fee increases, identify and support program offerings in areas that address Nova Scotia's skill needs, and make it easier to transfer credits among universities and community colleges
- Ensuring that education and training opportunities at the NSCC are linked to economic opportunities in the province.
- A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006–07.

POST-SECONDARY ENROLMENT

One of the Department's core business areas is Higher Education. Full-time post-secondary enrolment is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

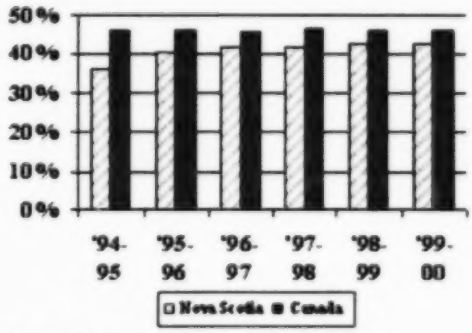
The measure tells us the percentage of Nova Scotians, aged 18–24, that are enrolled in full-time post-secondary programs, that is, community college, and undergraduate and graduate university programs, in Nova Scotia and in other jurisdictions.

Accessibility to post-secondary education is important to have Nova Scotians well prepared to participate in the labour market.

WHERE ARE WE NOW?

In 1999-2000, 42% of Nova Scotians aged 18-24 were enrolled in post-secondary education programs. This percentage is unchanged from 1998-99. Nova Scotia has a lower percentage of 18-24 year-olds enrolled in post-secondary education programs than the Canadian average.

Percentage of 18-24 Age Group Enroled in Post-Secondary Education Programs



Source: Education in Canada, 2000, Statistics Canada Cat. #81-229, and Statistics Canada

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.

- $123 million is being invested in the Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats
- Development of a Memorandum of Understanding with the universities which will guarantee funding over three years and control tuition fee increases, identify and support program offerings in areas that address Nova Scotia's skill needs, and make it easier to transfer credits among universities and community colleges
- Ensuring that education and training opportunities at the NSCC are linked to economic opportunities in the province.
- A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006–07.

Number of Certifications issued through the NS Apprenticeship Program

One of the Department's core business areas is Skills and Learning. The Apprenticeship Program is one measure of outcomes that fall within this business area. The program also operates under the authority of the *Apprenticeship and Trades Qualifications Act, General Regulations* and specific trade regulations.

What does this measure tell us?

The measure provides data on the number of individuals pursuing and obtaining certification in designated trades.

Certifying skilled trades professionals is critical to industry and the economic health of Nova Scotia. Under the Act, the Department is obligated to provide access to training and certification in designated trades.

Where are we now?

Over the past number of years, participation in the Apprenticeship Program has increased. The demand for certified tradespeople continues to grow.

Participation in Apprenticeship Programs*

Year	# of Registrations	# Apprentices Trained	# of Certificates of Qualification Issued
1999-00	3806	1528	660
2000-01	4070	1684	787
2001-02	4586	1816	641
2002-03	4810	1978	800
2003-04	4327	2091	648

*Statistics at fiscal year-ends

Where do we want to go/be in the future?

Our target is to continue to increase the number of participants and program completions.

PARTICIPATION IN THE NOVA SCOTIA SCHOOL FOR ADULT LEARNING

One of the Department=s core business areas is Skills and Learning. Participation in the Nova Scotia School of Adult Learning is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of Nova Scotians participating in literacy and upgrading programs through the Nova Scotia School for Adult Learning. The Nova Scotia School for Adult Learning supports the delivery of adult education programs that allow Nova Scotians to improve their literacy skills and earn credits toward the Nova Scotia High School Graduation Diploma for Adults.

Nova Scotians need opportunities to continue to learn throughout their lives. As the labour market changes Nova Scotians need to develop new skills, improve their literacy, and upgrade existing skills. It is not enough just to provide access to programs, we need to ensure that Nova Scotians participate in these programs. This measure is an indication of participation of adults in lifelong learning.

WHERE ARE WE NOW?

In 2003–2004 approximately 4,800 Nova Scotians participated in programs supported through the Nova Scotia School for Adult Learning.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

As the need for life long learning continues to grow, it is expected that there will be an increase in program availability leading to greater participation of adult Nova Scotians.

NOVA SCOTIANS RECEIVING THE HIGH SCHOOL GRADUATION DIPLOMA FOR ADULTS

One of the Departments core business areas is Skills and Learning. The number of adult Nova Scotians receiving a high school graduation diploma is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of adult Nova Scotians receiving the high school graduation diploma for adults.

Nova Scotians need opportunities to continue to learn throughout their lives. As the labour market changes Nova Scotians need to develop new skills, improve their literacy, and upgrade existing skills. The previous measure is an indication of participation in programs; this measure is an indicator of how successful participants and the program are in reaching the participants goal of receiving a high school graduation diploma for adults.

WHERE ARE WE NOW?

During the school year ending June 2003, approximately 410 Nova Scotians received the Nova Scotia High School Graduation Diploma for Adults.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is expected that the number of adult Nova Scotians receiving this diploma will increase over time.

PARTICIPATION IN WORKPLACE EDUCATION PROGRAMS

One of the Department's core business areas is Skills and Learning. Participation in Workplace Education Programs is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of workplaces participating in Workplace Education Programs and the number of programs provided.

Upgrading of skills is important for Nova Scotians to keep current in today's labour market. It is important that employers, in conjunction with the Department, provide access to these programs through initiatives such as the Workplace Education Program.

WHERE ARE WE NOW?

Over the past three years the number of workplaces participating in the Workplace Education Programs and the number of programs offered have been stable.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have these numbers continue to increase.

Participation in Workplace Education Programs

Year	# Workplaces Participating	# Programs Offered	# Participants*
1999-00	31	88	880
2000-01	37	108	1080
2001-02	49	119	1190
2002-03	46	121	1210
2003-04	48	101	1200

*Estimated

Source: Nova Scotia Department of Education

SUCCESSFUL COMPLETIONS OF THE GED TEST

One of the Department's core business areas is Skills and Learning. The General Educational Development Test is an internationally recognized high school equivalency test for adults. The GED Testing Service issues high school equivalency certificates to successful candidates, which is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the numbers of Nova Scotians who have passed the test, demonstrating that they have skills that correspond to those of graduating high school students, and who have acquired a high school equivalency. The five tests in the GED include Language Arts Reading, Language Arts Writing, Mathematics, Social Studies and Science. Acquiring the GED increases employability since it is widely recognized by employers in the province. It also opens doors to further education and training.

WHERE ARE WE NOW?

From January to December 2003, of the 1,405 Nova Scotians who wrote the GED test, 716 passed and acquired the Nova Scotia High School Equivalency Certificate.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is expected that the number of adult Nova Scotians receiving the Nova Scotia High School Equivalency Certificate through the GED testing process will increase over time.

NUMBER OF YOUTH PARTICIPATING IN DISCUSSIONS OF ISSUES ON THE NS YOUTH SECRETARIAT WEB SITE BULLETIN BOARD

Youth input into government decision making is one of the core business functions of the Youth Services Division/NS Youth Secretariat. The Youth Secretariat web site has a bulletin board feature that allows youth to comment on topics posted on the site.

WHAT DOES THIS MEASURE TELL US?

The measure will provide a means through which youth can let their opinions be known on selected issues.

WHERE ARE WE NOW?

This option for youth input has not been operationalized to date.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is anticipated that this feature will be utilized at an appropriate time in the future.

NUMBER OF ISSUES ADDRESSED BY THE PROVINCIAL STUDENT EDUCATION COUNCIL AND YOUTH ADVISORY COUNCIL FOR NOVA SCOTIA GOVERNMENT

Supporting youth input into government decision making is a core business function of the Youth Services Division of the Skills and Learning Branch. Primary activities include providing support to the Nova Scotia Youth Advisory Council (NSYAC) and the Provincial Student Education Council (PSEC).

WHAT DOES THIS MEASURE TELL US?

The measure provides us with data on the number of issues the NSYAC and PSEC addressed in the 2003-2004 year. Both Councils provided valuable feedback on issues that were important to government.

It is important that Nova Scotia youth have the opportunity to voice their opinions on issues that affect them. The NSYAC and PSEC provide youth with an active voice on policies, programs and legislation that affect them.

WHERE ARE WE NOW?

Since the creation of the PSEC in January 2002, the Council has provided the Department with feedback and insight on issues from a students perspective. The NSYAC has been consulted on numerous occasions and has provided government departments with th e opportunity to have the viewpoint of youth on policies and programs.

Number of issues addressed by the Councils from 2001 to 2004

Council	2001-2002	2002-2003	2003-2004
YAC	8	8	13
PSEC	n/a	5	8

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have the NSYAC consulted on all policies, programs and legislation that affects youth, and have PSEC be consulted on secondary school issues.

NUMBER OF YOUNG NOVA SCOTIANS PARTICIPATING IN CAREER AND RELATED EMPLOYMENT OPPORTUNITIES

Work experience is one of the most important factors impacting the ability of youth to make connections to the labour market. Wage subsidy programs, such as those provided through the Provincial Employment Program, are a traditional method by which governments support youth in finding meaningful work experience.

WHAT DOES THIS MEASURE TELL US?

This measure provides data on the number of youth who benefit from career related employment through the Provincial Employment Program.

WHERE ARE WE NOW?

(Data and descriptions. Use base year 2000-01 or 2001-02)

Year	NS Employment Program for Students	Cooperative Employment Program
2001/02	851	234
2002/03	470	179
2003/04	452	193

Budget pressures have resulted in a reduction in the number of positions funded since 2001/02.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Administrative responsibility for the Provincial Employment Program was transferred to the Office of Economic Development, effective April 1, 2004.

CHANGES TO THE DEPARTMENT OF EDUCATION OUTCOME MEASURES

Measures removed from this report due to discontinuance in 2004-05

- Number of French curriculum courses in Acadian Schools (item not yet measurable)
- Family Literacy Projects Sponsored

New measures added as a result of 2003-04 Business Plan activities

- Percentage of physically active students in grades 3, 7 and 11.
- Number of hits on interactive website and downloads of resource material
- Number of courses implemented to reflect ethnocultural diversity
- Number of certifications issued through the Nova Scotia Apprenticeship Program
- Number of Nova Scotians successfully completing GED Tests
- Number of youth participating in discussions in the of issues on the NS Youth Secretariat web site bulletin board
- Number of issues addressed by PSEC and YAC for Nova Scotia Government
- Number of young Nova Scotians participating in career and related employment opportunities